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By-Ludwig, Louise; Gold, Ben K.
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The developmental program at Los Angeles City College, designed six years ago for those with low likelihood of success, has been regularly up-dated as needed. For the past two years, counselor assistants and student tutors have helped the regular faculty. In 1968, student tutors were assigned to help students, both regular and developmental, in English, math and life sciences. The director of research, asked to evaluate both programs to see if tutoring should replace remediation, made it a joint effort with a psychology instructor, who had been asked to assess the tutoring program. Questionnaires were sent to students, student tutors, and instructors in the remedial program, and to students tutored in regular English classes. Despite rather sketchy data, these conclusions seemed warranted: students, student tutors, and instructors all felt the developmental program was helpful and should be kept; the tutoring program cannot be evaluated at present, but the tutored students felt benefited; GPAs tend to drop in the first semester but to increase in the second semester after development work. Recommendations included: continuation of tutoring in both remedial and regular programs; further evaluation of tutoring in the regular courses; retention of developmental studies, with four changes in admission procedures; initiation of small-group discussions in the remedial program to aid self-development. (Not available in hard copy because of marginal legibility of original.) (HH)

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LOS ANGELES CITY COLLEGE

"THE DEVELOPMENTAL STUDIES AND TUTORIAL PROGRAMS: A PROGRESS REPORT"

Research Study #69-5

Louise Ludwig
Ben K. Gold

April, 1969
Office of Research

JC 690 272

UNIVERSITY OF CALIF.
LOS ANGELES

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P R E F A C E

Appreciation is expressed to Mr. James Hamilton and Mr. Patrick Dillon for their assistance in the design and tabulation of questionnaires used in this study, and to Mr. Dillon for his investigation into pre-and post-testing with SCAT.

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"THE DEVELOPMENTAL STUDIES AND TUTORIAL PROGRAMS: A PROGRESS REPORT"

I. INTRODUCTION

The Developmental Studies program at Los Angeles City College is now in its sixth year. This program, designed for students whose score on the SCAT entrance examination indicates a low probability of college success as measured by persistence and grade point average, has not been constant over the six year period, but has been changed from semester to semester (and during semesters) as evidence indicated such changes would be desirable. Much has been written about the program and it has received considerable attention from interested observers throughout the country.

In the past two years, the program has made use of student tutors (and student counselor-assistants) to assist the regular faculty involved in the program. In Fall, 1968 student tutors were made available to three departments -- English, Mathematics, Life Sciences -- to assist students taking courses in those departments. Tutoring help in these departmental areas was not limited to students in the Developmental Studies Program.

The Director of Research was asked by the College President to do a special study investigating the efficacy of these programs and to consider the probable effects of replacing the Developmental Studies Program by a tutoring program. Meanwhile, the Dean of Instruction had arranged with Louise Ludwig, Psychology Instructor, to investigate the effectiveness of

INTRODUCTION (continued)

the tutoring program. A pooling of these two efforts has resulted in this study.

II. SUBJECTIVE OPINIONS

Questionnaires were designed and administered (A and D by U. S. mail, B and C by college mail) to the following groups:

A. Students in the Developmental Studies Program
B. Student tutors involved in the Developmental Studies Program
C. Instructors in the Developmental Studies Program
D. Students tutored in English classes (not in the Developmental Studies Program)

Responses to these questionnaires are discussed in this section. A summary in each case precedes the detailed analysis.

A. Developmental Studies Program Students' Questionnaire

Summary

The majority of the students in both the Spring and Fall 1968 Developmental Studies Program felt that they had benefited from the Development Studies Program both in improvement in academic skills and in increased feelings of self-confidence and also in the making of friends and understanding of themselves and others. They feel the program should be continued on a partly elective, partly required basis with some changes in procedures being made. Students would like to have credit* for the Developmental Studies Program courses, would like the work to move faster, would like a lower instructor-to-student ratio and an opportunity to take courses in their majors along with the Developmental Studies Program courses. Eighty percent of the students in both groups felt they were better prepared to succeed in regular college courses after having completed the Developmental Studies Program.

* Requests for credit for Developmental Studies courses indicate some confusion on the part of the students inasmuch as some of them requested credit for the AA degree as well as transfer credit. They are apparently unaware that credit is now given toward the AA degree.

Analysis

Of the 226 students who completed the Fall, 1968 Developmental Studies Program, 108 returned questionnaires. Thirty-one of the 157 students who completed the Spring, 1968 Developmental Studies Program returned questionnaires. This latter number represents a small sample of the Spring, 1968 Developmental Studies Program students and for this reason may provide biased results. This proviso should be kept in mind in reading the report.

Personal Information

1. Age:

	Range of Students' Ages	Mean Age
Fall, 1968	17 to 33 years	18.8 years
Spring, 1968	18 to 23 years	19.0 years

2. Sex:

	% Female	% Male	% No Response	Total
Fall, 1968	62.0	37.0	.9	99.9
Spring, 1968	61.3	35.4	3.2	99.9

3. High School graduation:

	% Graduated	% Not Graduated	% No Response	Total
Fall, 1968	93.5	2.8	3.6	99.9
Spring, 1968	93.5	3.2	3.2	99.9

4. Name of last high school attended:

	Name of High School	% of Students Attending
Fall, 1968	Schools outside of the greater Los Angeles area	12.9
	Los Angeles High School	10.2
	Belmont High School	8.3
	Jefferson High School	7.4
	All Parochial Schools	7.4
	Manual Arts High School	6.5
	Dorsey High School	5.5
	Washington High School	4.6
	Fairfax High School	3.6
	Marshall High School	3.6
	Hamilton High School	3.6

Name of last high school attended - Fall, 1968 (continued)

	Name of High School	% of Students Attending
Fall, 1968	Fremont High School	3.6
	Roosevelt High School	2.8
	Hollywood High School	2.8
	University High School	1.8
	San Fernando High School	1.8
	Lincoln High School	.9
	Compton High School	.9
	Beverly Hills High School	.9
	Eagle Rock High School	.9
	Garfield High School	.9
	Reseda High School	.9
	Narbonne High School	.9
	Venice High School	.9
	Franklin High School	.9
	No response to question	4.6
	TOTAL	99.9

	Name of High School	% of Students Attending
Spring, 1968	Manual Arts High School	16.1
	Schools outside the Los Angeles area	12.8
	Los Angeles High School	12.8
	Fremont High School	6.4
	Hamilton High School	6.4
	Washington High School	9.6
	Dorsey High School	6.4
	Belmont High School	6.4
	Huntington Park High School	3.2
	Jefferson High School	3.2
	Hollywood High School	3.2
	Centennial High School	3.2
	All Parochial High Schools	3.2
	No Response to Question	6.4
		99.3

Question 1. If you feel you have benefited from the Developmental Studies Program, please answer the following questions:

a. Improvement in study habits and techniques?

	% Yes	% No	% No Response	Total
Fall, 1968	75.0	13.9	11.1	100.0
Spring, 1968	74.2	19.3	6.4	99.9

Improved reading skills, techniques for identifying important points to learn, improved note-taking skills, and improved ability to participate in classroom discussions were the most frequently mentioned study habits the students mentioned as being most helpful to them.

b. Do you feel that you have gained self-confidence? Please tell in what ways you have gained self-confidence.

	% Yes	% No	% No Response	Total
Fall, 1968	71.3	12.0	16.6	99.9
Spring, 1968	67.7	25.8	6.4	99.9

Twenty-five students reported that they had gained confidence through their Speech classes. Sixteen felt the Developmental Studies Program had enabled them to do college work, six became willing to try to do better work. Others expressed this gain in self-confidence with such statements as: "I used to think I was a failure." "I know my capabilities; I am not afraid I might fail because I know how to study." "Mrs. Haigh told us no one is stupid. We would just have to learn how to study." Six students felt that they had self-confidence before entering the program and that they had not gained any more while in the program.

c. In what other ways do you feel you have benefited from being in the program?

Only seven of the 139 students failed to reply to this question. Answers were largely a repetition of those given to question 1b, with the exception that improved vocabulary was mentioned 16 times. In addition to academic improvement students felt they had learned to make friends and to understand other people better. Only one student reported he did not benefit as he had had all the material in high school.

Question 2. If you feel you have not benefited from the Developmental Studies Program, please state why you feel that way.

Of the seven in the Fall, 1968 group who responded to this question two reported they felt the material was too easy and the pace too slow. One reported he did not try. Three reported that the program had benefited them. Of the ten students in the Spring, 1968 group who responded, three said the program had benefited them, one felt the teaching techniques and courses were "no good", one felt teachers should have more patience, one felt it was a repeat of high school work only, one said the psychology course was not beneficial and two said the program was a waste of time.

	% Responding	% No Response	Total
Fall, 1968	6.5	93.5	100.0
Spring, 1968	29.0	70.9	99.9

Question 3. If you feel you have not benefited from the present Developmental Studies Program, can you think of a better system which might be more effective in meeting your particular, individual academic needs? If so, please describe it.

	% Response	% No Response	Total
Fall, 1968	14.8	85.1	99.9
Spring, 1968	19.4	80.5	99.9

Twenty-two students made comments or suggestions for change. Four of the comments expressed the students' approval of the program. One suggested the myths be eliminated, one suggested courses be made transferable, three said the course was too easy. Three suggested that grammar be taught, one suggested more help be given students who are trying to find a major, one thought the teachers should show more interest in the students and one reported he had his thoughts but kept them to himself. One student opined that the entrance examination was "an invalid criterion", two said the students should be put on probation in the regular program and two said students should be allowed to take some regular courses along with two courses from the Developmental Studies Program.

Question 4. Having completed the Developmental Studies Program, do you feel that you are now better prepared to successfully undertake regular college courses?

	% Yes	% No	% No Response	Total
Fall, 1968	84.2	7.4	8.3	99.9
Spring, 1968	80.6	19.3	-0-	99.9

Question 5. Did you have tutoring in conjunction with your Developmental Studies?

	% Yes	% No	% No Response	Total
Fall, 1968	92.5	2.8	4.6	99.9
Spring, 1968	70.9	29.0	-0-	99.9

Question 6. If you did not have tutoring, could you have had it if you had wanted it?

	% Yes	% No	No Response	Total
Fall, 1968	18.5	8.2	73.1	99.9
Spring, 1968	35.4	19.3	45.2	99.9

Questions 5 and 6 were included to test the students' understanding of the tutorial phase of the Developmental Studies Program. The fact that some of them believed that tutoring was not required, when it was, or that they could not have had tutoring even if they had wanted it indicated (1) the students misread or did not understand the question or (2) confusion on the part of the students about this aspect of the Developmental Studies Program.

Question 7. Was the number of hours of tutoring you had sufficient for your needs?

	% Yes	% No	No Response	Total
Fall, 1968	75.0	15.7	9.2	99.9
Spring, 1968	54.8	9.7	35.4	99.9

Question 8. What percent of the time was your tutor on time to tutoring sessions? 90-100%, 60-80%, 50%, less than 50%?

	90-100%	60-80%	50%	-50%	% No Response	Total
Fall, 1968	60.2	20.4	12.9	5.5	.9	99.9
Spring, 1969	35.4	16.1	16.1	12.7	19.6	99.9

Question 9. How much of the time was your tutor absent from the sessions?

	% Frequently	% Sometimes	% Rarely	% Never	% No Response	Total
Fall, 1968	6.5	25.0	62.0	1.8	4.6	99.8
Spring, 1968	-0-	16.1	58.0	6.4	19.3	99.8

Question 10. What percentage of the time was your tutor able to explain clearly the things you needed to know? 90 to 100%, 60 to 80%, 50%, Less than 50%?

	90-100%	60-80%	50%	-50%	% No Response	Total
Fall, 1968	58.3	25.9	8.3	6.5	.9	99.9
Spring, 1968	45.1	22.6	6.4	3.2	22.6	99.9

Question 11. Did you feel free to ask your tutor questions, or to ask him to repeat his explanations?

	% Yes	% No	% No Response	Total
Fall, 1968	92.5	5.5	1.8	99.8
Spring, 1968	64.5	3.2	32.2	99.9

Question 12. Question 12 was omitted due to the fact that it had been typed too low on the stencil and therefore was cut off the bottom of page 1 of the questionnaire.

Question 13. What percent of the time did you feel that the instructors and tutors had worked together on the class material so they could make a uniform presentation to the student? 90 to 100%, 60-80%, 50%, Less than 50%?

	90-100%	60-80%	50%	Below -50%	% No Response	Total
Fall, 1968	49.1	37.0	9.2	3.6	.9	99.8
Spring, 1968	32.2	32.2	6.4	6.4	22.6	99.8

Question 14. What method(s) did your tutor use that you feel helped you the most? Telling you the required information? Helping you find the information yourself without directly telling you? Other methods? Describe.

	% Telling you the information required	% Helping you find the information required	% No response	Total
Fall, 1968	20.4	67.6	12.0	100.0
Spring, 1968	16.1	61.3	22.6	100.0

Six students reported they were best helped by the tutor asking them questions until the tutor was sure the student understood, two students said that reading aloud to each other was helpful, another felt that letting each student explain part of the lesson was helpful. One student reported he had no help and another explained, "the tutor made us feel on a friendship basis which made me feel like asking questions."

Question 15. What method(s) did your instructors use that you feel helped you the most? Please describe.

	% Giving Responses	% No Response	Total
Fall, 1968	77.7	22.2	99.9
Spring, 1968	70.9	29.0	99.9

Three students gave negative reports to this question. One felt the teacher gave inadequate explanations, one felt the tutor and teacher did not coordinate their work and the third felt the teacher did not know the answers.

The balance of the students reported a variety of favor te methods: reading, reviewing and class discussions were mentioned 10 times, gathering, interpreting or organizing facts were mentioned 11 times. The teachers' interest in and personal concern for the student was mentioned 5 times. Defining new words, repetition of material to be learned and multiple-explanation techniques are examples of methods mentioned once or twice.

Question 16. Did you learn more about principles and concepts (such as abstracting) OR did you learn more about how to gather facts and details?

	% Principles and concepts	% Gathering Facts	% Both	% Neither	No Response	Total
Fall, 1968	13.9	41.6	36.1	-0-	8.3	99.9
Spring, 1968	9.7	54.8	19.3	6.4	9.7	99.9

Question 17. What subjects other than course material were discussed in your tutoring sessions?

	% of Course Material Only	% Other Subjects	No Response	Total
Fall, 1968	28.9	48.8	22.2	99.9
Spring, 1968	29.0	32.2	38.7	99.9

Question 18. What percent of tutoring time did your tutor spend on course material? 90 to 100%, 60 to 80%, 50%, Less than 50%?

	90-100%	60-80%	50%	-50%	No Response	Total
Fall, 1968	43.5	41.6	8.3	2.8	3.6	99.8
Spring, 1968	38.7	22.6	3.2	3.2	32.2	99.9

Ten students reported that personal and family problems were discussed in the tutoring sessions. Twenty reported discussing other subjects they were taking of which six reported they were helped with their Math. courses. Fifteen reported discussion of school problems such as grades, major requirements, different colleges and their standards. Others, in groups of two or three, reported talking about sex, "everything," financial problems, BSU, drugs, vocabulary and current events.

Question 19. Would you recommend that your friends apply for the Developmental Studies Program if they made the same score on their entrance exam. as you did?

	% Yes	% No	% Maybe	No Response	Total
Fall, 1968	74.0	12.0	2.8	11.1	99.9
Spring, 1968	70.9	12.8	6.4	9.7	99.8

Question 20. Do you have any idea why your entrsnce exam score was so low?

	% Don't Know	% No Response	% Other Response	Total
Fall, 1968	24.1	7.4	68.4	99.9
Spring, 1968	19.3	6.4	73.9	99.9

Of the "other responses" 49 students reported weakness in specific academic areas such as reading, spelling, math., and vocabulary. Twenty-one gave responses indicating that they felt their high school training had been inadequate or that they had not taken advantage of the training offered there. Twenty-six gave answers indicating poor test-taking techniques or attitudes...either they didn't try or they were nervous or worked too fast or had trouble concentrating or with their eyes. Five felt their low scores were a result of never having been graduated from high school or having been out of school for several years. A few gave answers such as "slow thinking ability" or, sadly, "because I am stupid."

Question 21. Do you think you would have done just as well in the program without a tutor?

	% Yes	% No	% Maybe	No Response	Total
Fall, 1968	27.8	60.2	5.5	6.5	100.0
Spring, 1968	22.6	54.8	6.4	16.1	99.9

Question 22. What percent of the time did you attend your tutoring sessions? 90 to 100%, 60 to 80%, 50%, Less than 50%?

	90-100%	60-80%	50%	-50%	No Response	Total
Fall, 1968	64.8	18.5	9.2	5.5	1.8	99.8
Spring, 1968	35.4	19.3	6.4	12.8	25.8	99.7

Question 23. If you did not attend regularly, why didn't you?

	% Giving Responses	No Response	Total
Fall, 1968	28.6	71.3	99.9
Spring, 1968	19.3	80.6	99.9

Of the students reporting reasons for non-attendance, ten indicated the tutoring was too easy, like high school, or that they could have done better without a tutor. Eight complained of their tutors being incompetent or absent from the sessions. Three reported illness kept them away. Other reasons such as having to leave for work, having duties at home, being unaware of the tutoring requirement were given by one or two students each.

Question 24. Do you feel that the present program should be continued: (a) as it is now presented, (b) with minor changes, (c) with major changes

	% a	% b	% c	No Response	Total
Fall, 1968	34.2	53.7	7.4	4.6	99.9
Spring, 1968	45.1	35.4	9.7	9.7	99.9

Question 25. If you feel the program should be changed what changes would you recommend?

	% Giving Responses	No Responses	Total
Fall, 1968	49.9	50.0	99.9
Spring, 1968	51.5	48.4	99.9

The changes most often requested, by a total of seven students, was to give the Developmental Studies Program courses credit for the AA degree or transfer credit.* Six students felt the listening class should be dropped. Five stated the tutors were of no help, two thought there should be more tutors. Three students suggested a lower teacher-to-student ratio. Three students wanted Speech changed or eliminated. Five students wanted the Psychology course changed, one did not want it changed as he felt it had

* AA degree credit is given for the program

Question 25 (continued)

helped many students. Two students wanted the program to be more on the college level. One student suggested that a booklet be printed which clearly explains the required elective courses, the methods used and the reasons for the program. Other suggestions made by one student each included stricter attendance requirements, speeding up the course as it seemed to drag, letting the student do more of the work, lowering the grading standard, not letting the standards fall nor techniques be changed.

Question 26. Do you feel the program should be discontinued?

	% Yes	% No	% No Response	Total
Fall, 1968	2.8	67.6	29.6	100.0
Spring, 1968	12.8	54.8	32.2	99.8

Twenty-two students elaborated their "yes" or "no" answers. Of these only eight thought the program did not help students or was tedious or that "it holds study back ... wait (sic) time." The balance of the answers indicated approval of the program ... "I wouldn't be in college without it" ... "It helps you in the places you need help" ... Or suggested changes similar to those quoted in Question 25.

Question 27. Should the Developmental Studies Program: have all required courses, have some required and some elective courses, have all elective courses?

	% All required courses	% Some required, some elective	% All Elective	No Response	Total
Fall, 1968	17.6	69.4	5.5	7.4	99.9
Spring, 1968	9.7	77.5	6.4	6.4	100.0

Question 28. Any other comments or suggestions that you may have will be greatly appreciated.

	% Making comments	% No Response	Total
Fall, 1968	33.3	66.6	99.9
Spring, 1968	54.8	45.1	99.9

Comments made by the students in answer to this question were overwhelmingly in favor of the program, although some criticisms and suggestions for change were made. Examples of the comments were selected to give as representative a picture of the students' written comments and are quoted verbatim.

Question 28 continued on Page 12.

Question 28 (continued)

1. "I feel that the teachers are concerned, which gives one self-confidence in all of his or her classes. This makes one to want to learn more because not only one gains self-confidence, but pride in what one might do."

2. "I should like to bring out that the program has did me well enough so that I can get ahead in life. Also they should have courses with your major in the Developmental Studies Program instead of the electives."

3. "That we get credit for those units; and courses be made transferable."

4. "I think that this program is really a great help for a new student who score low in the exam, but more for a student that comes from other country, because he will know a better way to start in college."

5. "I would like to say Thank you all very much because this program was great help to me."

6. "I feel that this is a worthwhile course to take. I feel it has helped me and many other thousand students to get on the right track and get busy in learning in what we are capable in doing. Thank you to all the teachers in the Developmental Program. We all really appreciated your help."

7. "The course doesn't help the students and slows down the student by one semester. The program was a personal defeat."

8. "Please keep the Studies Department: The teachers, tutors and class studies are really interesting. I feel this program has a great deal to do with my being in college today. And I just love college. Thank you."

9. "I think this program should be continued without any changes. However, they could stand to move along faster."

10. "I feel and know that this program has helped me to learn more in one semester than I was able to learn in three years of high school."

11. "It gave me the feeling I could make it on my own, of course I still need help, but I know there is help, people who care."

12. "I would like to say that the instructor under the block program were very good and deserve a lot of credit. I feel that the block program should never be discontinued because it would hurt the slow individual who would like to get a college education."

13. "I know that every person on this program that had score low on the test had some weakness some may stand weak in math, grammar. Well the program didn't provide a math course. So that's why I am saying the program is beneficial, but I don't think it should be required."

D. Developmental Studies Program Tutor's Questionnaires

Summary

While only 47% of the tutors felt the Developmental Studies Program was accomplishing its objectives of improved study skills so that the students could successfully undertake regular college courses, 61% of them felt that their students could complete one or more semesters of college work with a C or better grade. They felt that the majority of their students became more self-confident and optimistic about their studies during the course of the semester. Most tutors felt that the training for tutors was inadequate, that they needed more instruction on motivational techniques, and students' backgrounds, and closer communication and coordination of work with the instructors in the program. All of the tutors think the program should be continued, but that changes should be made. Suggested changes included the need for a faster pace, more and better qualified tutors, a student-teacher-tutor advisory-complaint board to which all participants in the program may bring their problems, criticisms and suggestions.

Analysis

Questionnaires were obtained from 19 of 25 tutors engaged in the Developmental Studies Program during the Fall, 1968 semester.

Tutors reported tutoring as few as three and as many as 30 students during the semester. The average number of students tutored by each tutor was twelve. Tutors estimated that 76% of the students consistently attended their tutoring sessions, that 72% of them were

consistently on time for the sessions, that 13% of their students started tutoring but later dropped it and that 61% of the students they tutored would be able to complete one or more additional semesters of college work with a C or better average.

Tutors estimated that 77% of the tutoring time was spent discussing course material, the balance being spent discussing personal problems, academic problems, campus and community problems and the Black community. Three tutors did not respond to this question and four answered "miscellaneous."

Fourteen (73%) of the tutors would like to continue their tutoring activities, three because they plan to become teachers and feel the experience is valuable for that reason and also for the reason given by the other eleven who wish to continue tutoring work for the sake of the personal reward they experience in helping others. One student did not respond to the question, three reported being unable to continue because of lack of time and one because of personal problems.

All tutors stated that they considered the objectives of the Developmental Studies Program to be improvement in study skills and general comprehension of the student to enable them to go forward into regular college classes. In addition to this opinion, three students mentioned that the course could be used as a motivating device, or that it could give the students self-confidence.

Nine (47.3%) of the tutors felt the program is accomplishing its objectives. Six (31.5%) felt that it was accomplishing the objectives but could do a better job with changes and improvements. Two (10.5%) felt the program was not accomplishing its objectives as "reality seems to have been lost in the desire to please the student" and because the program is still too far ahead of the majority of the students."

The tutors consistently felt that placing the responsibility for the learning upon the students was an effective method of teaching them. They did this by asking individual students to lead the tutoring class, by making them defend their answers to questions, by making the students responsible to one another for the correctness of the material they presented. Tutors also felt that relating the material to the students' lives, to happenings they had noticed in the lives of other people and to current events was helpful. Three tutors emphasized work on vocabulary.

Tutors gave multiple answers to the question, "Some of your students probably did not improve in spite of your best efforts to help them. What do you feel might be reasons for this failure?" Six tutors gave lack of academic skills as the reason, two gave lack of basic ability. Five felt that lack of self-discipline or motivation resulted in failure for the student. Four tutors simply felt that the students were not trying, were just "plain lazy." Two tutors cited deep-seated personal problems or poor attendance. Personality clash with the tutor, poor work habits, resentment of the program and interference with outside interests such as a job or girl or boy-friend were each mentioned once.

Eleven tutors (57.8%) felt that the majority of their students were hopeful and optimistic that they would be helped in their college programs when they were first assigned to the Developmental Studies Program. Five (26.3%) felt the majority of the students were resentful at being assigned to it, and two (10.5%) felt that the majority of their of their students were not resentful, but felt that they could not be helped by the program.

By the end of the semester the tutors felt that about 64% of the students had become more self-confident and optimistic about their studies, that 17% had become depressed about their progress or else quit trying to learn and that 15% did not apparently change their attitudes in either direction.

Only 7 (37.8%) of the tutors felt that the training for tutors was adequate. One tutor did not respond to the question. Many suggestions for improvement in training of tutors were made by eleven (57.8%) who felt the present training inadequate. They wanted more information on psychological devices which would improve student motivation. They felt they should have closer communicatin with the teachers in the program, that notes or outlines of the work should be presented. They felt that study of the backgrounds of the students would help them to work better with them. They felt the tutors should meet as a group to discuss problems and methods and that there should be less time wasted in Education 2.

All 19 tutors thought the program should be continued, although only one of them thought it should be continued in exactly the same way that it was during the Fall, 1968 semester. Fourteen thought minor changes should be made and four thought major changes should be made.

A faster pace in the studies was the most frequently suggested change which six tutors requested. Five tutors wanted better planning of work and coordination between teachers and tutors. Three tutors suggested more writing and vocabulary work. Two tutors wanted more and better qualified tutors. Two felt the subject matter should be broadened or changed. Two strongly recommended a student-teacher-tutor complaint board where all three participants in the program could air their

problems and grievances and arrive at solutions to them. Suggestions to change Psychology 21, get better qualified teachers, give credit for the Developmental Studies Program courses or put them on a Pass-Fail basis, get Black teachers, have a one-to-one tutor-student ratio, allot more tutoring hours to each student, give grades for the tutoring classes and set up a governing board for tutors were all mentioned once. One tutor suggested that there was a great need for group discussion and interaction and suggested that the Developmental Studies Program students be given an opportunity to participate in group discussions, psychodrama and role-playing as is now being done at California State College at Los Angeles for incoming students.

C. Developmental Studies Program Instructors Questionnaire

Summary

The majority of instructors currently teaching in the Developmental Studies Program feel that it is helpful to the students both in developing academic skills and also in such non-academic areas such as increased self-confidence and broader horizons. They feel the program should be continued with some changes and that, while tutors are helpful to the students, their recruitment, training and supervision pose problems for the instructors. Instructors' estimates of the ability of students who complete the Developmental Studies Program to be successful in regular college program varied greatly. The range of those estimated capable of completing a two-year college program was from 25% to 95%, for a four-year program from 2% to 40%. Better training for tutors, more adequate selection process for assigning students to the program, smaller classes, and need for more individual attention

or mental health consultations for students were among recommended changes.

Analysis

Questionnaires were returned by eleven instructors in the Developmental Studies Program. Courses taught by these instructors were biology, speech, English, psychology (reading), and contemporary social forces. Nine of these instructors had volunteered to teach in the program, one had not, and one did not indicate whether he had been asked to teach the course or whether he had volunteered. They have taught from one to nine semesters in the program, averaging five semesters. Six instructors plan to continue teaching in the program, two do not, one does not but would like to, and two did not respond to the question.

Instructors gave multiple answers to the question, "If you feel that the program benefits the students, in what way(s) would you say they benefit?" Seven instructors mentioned enchanced academic skills such as improved vocabulary, reading skills, ability to itentify important facts, and improvement in study habits. Five of the instructors also mentioned non-academic, but very important, benefits such as added self-confidence, increased feelings of worth, an opportunity of meeting the challenges of other students when presenting their ideas, and broadening of their horizons.

Instructors' estimates of the ability of students who had completed the Developmental Studies Program to undertake regular college programs successfully varied greatly. Estimates of those capable of completing a two-year college program ranged from 25% to 95%. The range of those estimated capable of completing a four-year program

was from 2% to 40%. Five instructors felt the students could significantly improve their SCAT scores after completing the Developmental Studies Program. Five felt they could not, and one instructor did not respond.

Three instructors mentioned associating the course material with the present life situations or experiences of the students as an effective teaching method. Repetition, emphasis on key words, oral quizzes and small group discussions were listed as other effective methods. Visual-perceptual training and EDL Word clues texts for vocabulary studies were mentioned by Reading instructors. The straight "factual" approach, rapid lecturing, essay examinations, attempts to teach grammar and special material for illiterate adults were cited as methods which have been tried but discarded as ineffectual.

Biology instructors reported that 10 to 20% of their students had tutoring during the semester. They and one reading instructor also stated that there were students who did not take advantage of the opportunity for tutoring when it was presented to them. Estimates of the size of this group ranged from 10 to 40%. Speech-English instructors reported that tutoring is mandatory in the sections. Questions regarding tutors were not applicable to instructors in psychology or contemporary social forces. Two biology instructors reported that some students had dropped tutoring without the permission of the instructors. None were allowed to drop tutoring in the speech-English sections, but some students had poor attendance.

Three instructors reported that there were no aspects of the Developmental Studies Program which caused them problems. Three instructors

did not respond to the question. Three cited aspects of the Developmental Studies Program which caused them problems. These included large class size, inadequacies in the screening procedures which are used to assign students to the Developmental Studies Program, lack of understanding on the part of the students as to why they were put into the Developmental Studies Program, and a lack of serious purpose on the part of the students. The presence of hyperactive students and those with severe personality disturbances were also listed as sources of problems.

Three instructors reported problems arising from the tutoring program. Students without sufficient experience to be able to tutor well, and tutors who were not willing to spend the necessary preparation time or who persisted in discussing other than course material or who were habitually late were reported as causing problems. Three instructors reported no problems with tutors and three did not respond to the question.

The recruitment of tutors was a problem for three instructors, although it posed no problem for four. Four instructors did not reply to this question.

Training of biology tutors consists of teacher-tutor conferences with the teachers supplying outlines, clarifying objectives and discussing problems of individual students. The suggestion was made that improvements in the training of tutors might result from the instructors having group meetings with all science tutors. Training of tutors for the speech-English section is done in Education 2 and the need for faster training of the tutors is listed as a desired change.

Four instructors feel the tutoring program, as presently structured, is meeting the students' needs. Three feel it is not, one feels the program cannot be evaluated as yet and three did not respond to the question. One instructor feels that the reason the program is failing the students is because tutors are too inexperienced in teaching methods, and that the program does not appeal to the students or hold their interest. Another feels that too many tutors are trying to be counselors or political agitators rather than addressing themselves to the course material. A third feels that the students fail to get a generalized improvement in learning skills and only learn to answer specific questions about certain books.

Six instructors feel that a mandatory tutoring program is essential, two feel that a voluntary program would be better and one did not respond to the question.

One instructor feels that the Developmental Studies Program should not be continued as the students would be better off in a trade school, and that the Developmental Studies Program may be giving students a false sense of accomplishment which would, in the long run, not be helpful to them. The other ten instructors feel the program should be continued but recommended changes be made. In addition to the changes suggested above, instructors mentioned as desirable changes, more male teachers, more individual attention to students, a mathematics program with tutors to run concurrently with the Speech-English sections, a language laboratory to help students acquire standard English more easily, and smaller classes. The need for mental health consultations for students and tutors was also mentioned. One instructor proposed that the program be extended to all students so that students on the

lowest stanine on the Math. and Verbal SCAT sections would be required to take the respective Math. and Verbal skills classes. Presently, students are assigned on the basis of the Total SCAT score. The result of this latter procedure has been that students with passing Verbal and failing Math. scores have spent an entire semester in Verbal skill classes learning what they did not need, while they were given no remediation for their Math. deficiencies.

D. Questionnaires from Students in English Tutoring Program

Summary

The majority of the students having tutoring in the English department requested it, felt they were benefited by it in matters of grades, general study habits, and gains in self-confidence, that closer teacher-tutor coordination of material was needed, that they would recommend that their friends having tutoring if they were experiencing problems in their classes, and that the program be continued with minor changes, mostly suggesting a 1-to-1 or 2-to-1 student-tutor ratio and better training or stiffer qualifications for tutors.

Analysis

Forty of the approximately 100 students involved in the English tutoring program returned questionnaires, detailed analysis of which follows.

Personal Information

1. Age of students: The range of ages was from 18 to 56 years, mean age being 26.7 years and the mode 20.0 years.

2. Sex of students:

% Male	% Female	% No Response	Total
40.0	57.5	2.5	100.0

3. High school graduate:

% Yes.	% No	% No Response	Total
57.5	12.5	5.0	100.0

4. Last high school attended?

High School	Percent Attending
U. S. schools outside the Los Angeles area	30.0
Foreign schools	17.5
Dorsey High School	7.5
Los Angeles High School	7.5
All Parochial High Schools	7.5
Fremont High School	5.0
Los Angeles Adult and Cambria High School	5.0
Belmont High School	2.5
Jordan High School	2.5
Fairfax High School	2.5
Washington High School	2.5
Marshall High School	2.5
Hollywood High School	2.5
No response to question	5.0
	100.0

5. Units completed at LACC prior to this semester:

Units Completed	% Completing
0 - 15	30.0
16 - 30	20.0
31 - 45	12.5
46 - 60	7.5
More than 60	2.5
No response	27.5
	100.0

Question 1. Were you required to take tutoring? OR, did you request tutoring?

% Required Tutoring	% Requested Tutoring	Total
2.5	97.5	100.0

Question 2. Approximately how many hours of tutoring did you receive during the semester?

Range: 3 to 60 hours. Mean number of hours: 19.5 per student

Question 3. Do you feel that the number of hours you received were sufficient for your needs?

% Yes	% No	% No Response	Total
62.5	35.0	2.5	100.0

Question 4. Did you benefit from the tutoring?

% Yes	% No	% No Response	Total
85.0	10.0	5.0	100.0

Question 4a. In improvement in grades?

% Yes	% No	% No Response	Total
57.5	17.5	25.0	100.0

Question 4b. In general student habits and techniques?

% Yes	% No	% No Response	Total
30.0	5.0	65.0	100.0

Question 4c. In increased self-confidence?

% Yes	% No	% No Response	Total
75.0	12.5	12.5	100.0

Question 4d. Did you benefit in other ways? Describe.

% Yes	% No	% No Response	Total
37.5	22.5	40.0	100.0

Students' descriptions of other ways tutoring had helped them included better English usage which was reported by five students, more poise was reported by two students, one student reported being better able to understand issues and other people, another reported better ability to organize and think logically. One foreign student remarked that his tutor had been very helpful in explaining American customs. A 36 year old woman student said, "I was forced to realize what I already knew in a way that was of benefit to me. I was made to realize that dropping classes is not the answer."

Question 4e. Do you feel you did not benefit from tutoring? Why?

% No, did not benefit	% No Response	Total
17.5	82.5	100.0

Of the seven students who felt they did not benefit from tutoring, three complained that the tutor-student ratio was too high or that the tutor spent all his time with another student's problems, one student said he already knew what the tutor taught, one felt that English is a hard subject to tutor, one said the instruction wasn't simplified enough, and one complained that his tutor was absent most of the time.

Question 5. For what percent of the sessions was your tutor on time? 90-100%, 60-80%, 50%, less than 50%?

90 - 100%	60-80%	50%	-50%	No Response	Total
75.0	10.0	7.5	2.5	5.0	100.0

Question 6. Was your tutor: rarely absent from a tutoring session? Sometimes absent from a tutoring session? Frequently absent from a session?

Rarely absent	Sometimes absent	Frequently absent	No Response	Total
65.5	12.5	2.5	20.0	100.0

Question 7. What percentage of the time was your tutor able to explain clearly the things you needed to know? 90-100%, 60-80%, 50%, less than 50%?

90 - 100%	60 - 80%	50%	-50%	No Response	Total
47.5	30.0	12.5	7.5	2.5	100.0

Question 8. & Question 9. Did you feel free to ask your tutor questions, or to ask him to repeat his explanations?

% Yes	% No	% No Response	Total
97.5	-0-	2.5	100.0

No replies were made to the, "If no, why not?" question.

Question 10. What percent of the time did you feel that the instructors and tutors had worked together on the class material so they could make a uniform presentation to the student? 90-100%, 60-80%, 50%, less than 50%?

90 - 100%	60 - 80%	50%	-50%	No Response	Total
12.5	22.5	12.5	30.0	22.5	100.0

Question 11. What method did your tutor use that you feel helped you the most?

Telling you the required information?	27.5%
Helping you find the information yourself without directly telling you?	35.0
Both of the above methods	17.5
Other methods	12.5
No response	7.5
	100.0%

Among other methods the students found helpful was a review of the errors made on compositions, the citing of examples of mutual problems, the use of additional examples, and the supplying of materials such as books to the students. Learning to do research before trying to write and work on vocabulary were also cited as helpful methods.

Question 12. Did you learn more about principles and concepts (such as abstracting) or did you learn more about how to gather facts and details?

Principles and concepts	27.5%
Gathering facts and details	45.0
Both of above	7.5
Neither of above	2.5
No response	17.5
	100.0%

Question 13. What percent of the tutoring time did your tutor spend on course materials?

90-100%	60-80%	50%	1-50%	No Response	Total
47.5	20.0	7.5	7.5	17.5	100.0

Question 14. What other subjects were discussed?

Subject	%
Vocabulary	2.5
Chemistry	2.5
Other grade levels which did not apply to my problem	2.5
Sociology	5.0
Literature	2.5
World Affairs	2.5
English	2.5
No other subjects discussed	25.0
No response	55.0
	100.0

Question 15. Would you recommend that your friends apply for tutoring if they were having difficulties with their studies?

% Yes	% No	% Maybe	No Response	Total
85.0	0.0	7.5	7.5	100.0

Question 16. Did you attend your tutoring sessions regularly? If not, why not?

% Yes	% No	% No Response	Total
67.5	25.0	7.5	100.0

Students gave illness, interference with working hours, lack of time or transportation and too much homework as reasons for not attending. One student "got tired of going for one hour and getting 15 minutes of instruction" and another said his tutor did not attend after the first three sessions.

Question 17. Do you feel the program should be continued?

a. As it is now presented	47.5%
b. With minor changes	37.5
c. With major changes.	5.0
No Response	10.0
	100.0%

Question 18. If you feel the program should be changed, what changes would you recommend?

No answer to question - 55.0% Changes suggested - 45.0%

The changes suggested most frequently (by students) was that the tutor-to-student ratio be kept to 1-to-1 or 2-to-1. Three students felt the tutors should have to pass a qualification test in order to tutor, three felt the tutors and teachers should work more closely together. Two students complained that the tutors should "be here." Three students felt the turors should spend more time per student. Separating foreign students from natives, separating students according to the specific problem the student was having, providing better places for tutoring sessions, and obtaining tutors who are "really interested in helping people, not just looking for work or a chance at romance" were cited by one student each as ways to improve the program.

Question 19. Do you feel that the program should be discontinued?

% Yes	% No	% No Response	Total
-0-	65.0	35.0	100.0

Question 20. Any comments or suggestions that you have will be greatly appreciated.

In addition to suggestions made in connection with previous questions, students noted that the small group encourages discussion so the student can realize what he does know, that more Black tutors would encourage Black students to ask for tutoring, that the program should he given more publicity as some students don't know about it, that a superior attitude in tutors is resented, and that there is hardly any student who does not need some kind of assistance in his studies.

III. PERSISTENCE AND SCHOLARSHIP STATISTICS

Students receiving tutoring assistance in the departmental programs during Fall, 1968 were enrolled in a variety of courses, 5 in English and 18 in mathematics.* Tables 1 and 2 below indicates grades earned in courses by students who were tutored for those courses, and indicates, for comparison, college wide grade distributions for the courses. It can be seen that averages for students receiving tutoring are generally below those of the entire student body, possibly indicating only that the students receiving tutoring were having academic problems and were in need of help. The question of whether or not the grades earned by the students were better than they would have been had not tutoring been available is not available from current data. Comments in Section II of this report give indications from subjective viewpoints.

*Figures for Life Science courses not included in this report.

TABLE 1. Grades Earned by Students Receiving Tutoring Assistance in English, Fall, 1968) (Figures in percent; all college figures in red)

COURSE	No. Tutored	A	B	C	D	F,WF, Inc.	GPA
English 1	40	0	25	62	5	7	2.05
		8	26	49	10	7	2.18
English 2	5	0	0	60	20	20	1.40
		7	30	48	7	8	2.21
English 21	65	0	23	62	12	3	2.05
		4	41	41	9	6	2.28
English 44	7	0	0	100	0	0	2.00
		3	18	64	12	3	2.06
English 45	9	0	22	56	11	11	1.89
		9	18	64	5	5	2.21
All Classes	126	0	21	64	10	6	2.01
		8	32	45	9	7	2.25

TABLE 2. Grades Earned by Students Receiving Tutoring Assistance in Mathematics, Fall, 1968. (Figures in percent; all college figures in red)

COURSE	No. Tutored	A	B	C	D	F,WF,Inc.	GPA
Mathematics 1	4	25	0	0	50	25	1.50
		5	18	28	23	26	1.53
Mathematics 3	3	0	0	33	0	67	.67
		12	18	34	15	20	1.87
Mathematics 6	0	0	0	0	0	0	0
		10	24	52	10	5	2.24
Mathematics 7	6	0	17	17	17	50	1.00
		13	19	36	14	17	1.97
Mathematics 11	1	100	0	0	0	0	4.00
		24	28	37	6	5	2.60
Mathematics 13	1	0	0	100	0	0	2.00
		14	29	57	0	0	2.57
Mathematics 15	2	50	50	0	0	0	3.50
		44	44	11	0	0	3.33
Mathematics 17	1	0	100	0	0	0	3.00
		22	37	30	2	9	2.61
Mathematics 20	16	0	0	50	31	19	1.31
		9	21	47	14	9	2.07
Mathematics 23	1	100	0	0	0	0	4.00
		14	17	45	11	12	2.10
Mathematics 24	1	0	0	100	0	0	2.00
		13	23	43	17	3	2.26

Table 2 (continued on page 29)

TABLE 2 (continued)

COURSE	No. Tutored	A	B	C	D	F,WF,INC.	TOTAL
Mathematics 25	2	0	0	100	0	0	2.00
		12	32	34	19	3	2.31
Mathematics 30	4	25	25	50	0	0	2.75
		18	24	33	15	10	2.40
Mathematics 31	32	12	16	38	19	16	1.91
		14	21	33	17	14	2.04
Mathematics 32	9	11	11	44	22	11	1.89
		19	13	49	10	7	2.28
Mathematics 37	7	14	14	14	29	29	1.57
		25	22	26	12	13	2.35
Statistics I	2	0	0	100	0	0	2.00
		9	18	44	19	10	1.97
Business 38	1	0	0	0	0	100	0.00
		11	18	32	18	21	1.88
All Mathematics Classes	93	12	12	38	19	19	1.77
		16	22	36	14	11	2.18

Table 3 compares performances of males and females initially enrolled in the Fall, 1965 Developmental Studies Program. Females in this group persisted at a greater rate than males through the second semester and at about the same rate thereafter. Females performed better (percent above C average) than males during the first semester, thereafter about the same. It appears that females perform better than males in the Developmental Studies Program, with more of them returning for the second semester, but in the regular college program both sexes perform and persist about equally.

TABLE 3 - Four Semester Persistence and Performance of Fall, 1965 Developmental Studies Program Students

Semester	Male	Female	Total	Male Above C Av.	Female Above C Av.	Above C Aver. Total
Original	104	97	201	---	---	---
	100.0	100.0	100.0	---	---	---
Fall, 1965	101	92	193	34	41	75
% M-F	52.3	47.7	100.0	33.6	44.6	38.9
% Original	97.1	94.8	96.0	32.7	42.3	37.3
Spring, 1966	72	82	154	21	26	47
% M-F	46.7	53.3	100.0	29.2	31.7	30.5
% Original	69.2	84.5	76.6	20.2	26.8	23.4
Fall, 1966	41	48	89	16	16	32
% M-F	46.1	53.9	100.0	39.0	33.3	36.0
% Original	39.4	49.5	44.3	15.4	16.5	15.9
Spring, 1967	32	36	68	14	16	30
% M-F	47.0	53.0	100.0	43.8	44.4	44.1
% Original	30.8	37.1	33.8	13.5	16.5	14.9

Table 4 indicates persistence rates and academic performance of the Fall, 1967 and Spring, 1968 Developmental Studies students, and for comparison indicates comparable statistics of a random sample of all Fall, 1967 entrants. Developmental Studies students are persisting at a rate of about comparable to that of all entrants. Their grades drop sharply during their second semester (their first in the regular college program), but rise during the third semester.

Table 5 details performance, as measured by grade point average and percent earning C or above in specific courses, of the 155 Fall, 1967 Developmental Studies students during the Fall, 1968 semester, their third semester in college. For comparison purposes, figures are indicated for the 227 students during the Spring, 1968 semester.

To obtain the most current information on performance in English courses by Developmental Studies Program "graduates," Fall, 1968 records for Spring, 1968 Developmental Studies Program students were checked, with the following results: 2 students enrolled in English 1, both received C's; 2 students enrolled in English 44, both received C's; 67 students enrolled in English 21, 15 (22%) received B's, 27 (41%) received C's, 15 (22%) received D's, 10 (15%) received WF or incomplete, for a grade point average of 1.70.

TABLE 4 - Persistence and Scholarship Statistics

		Fall, 1967	Spring, 1968	Fall, 1968
Sample of all Fall, 1967 entrants (n=397)	No. completing semester	362	284	186
	% completing semester	91%	72%	47%
	G.P.A.	1.94	1.97	2.20
	No. C average or above	185	141	105
	% C average or above	51%	50%	56%
Fall, 1967 Dev. Studies Program (n=308)	No. completing semester	295	227	155
	% completing semester	96%	74%	50%
	G.P.A.	1.92	1.42	1.71
	No. C average or above	161	56	59
	% C average or above	55%	25%	38%
Spring, 1968 Dev. Studies Program (n=205)	No. completing semester	---	192	132
	% completing semester	---	94%	64%
	G.P.A.	---	1.98	1.55
	No. C average or above	---	96	31
	% C average or above	---	50%	24%

TABLE 5 - Fall, 1968 and Spring, 1968 Performance of Fall, 1967 Developmental Studies Students, According to Success in Courses.

Course	Spring, 1968 Performance of* Fall, '67 Dev. Studies Studs. No. Enrl'd	GPA	% C or Above	Course	Fall, 1968 Performance ** of F'67 Dev. Studies Studs. No. Enrl'd	GPA	% C or Above
Education 3	11	3.00	100	Music 89	6	3.67	100
Home Ec. 1	17	2.53	100	Sec.Sci. 2	9	2.56	100
Home Ec. 13	7	2.43	100	Police Sci. 1	6	2.33	83.3
Art 11	9	2.38	88	English 21	28	2.11	82.1
Art 20	12	2.00	75	English 1	10	2.00	80
English 21	107	1.87	77	Home Ec. 31	8	2.00	87.5
Speech 1	20	1.67	61	Business 1	8	1.88	87.5
Off.Mchs. 2	7	1.67	50	Acctg. 22	5	1.80	80
Bus.D.P. 1	14	1.58	50	Bus.D.P. 1	5	1.80	80
Psychology 1	56	1.51	57	Math. 31	8	1.75	62.5
Business 1	11	1.50	60	Health 10	33	1.70	63.6
Home Ec. 60	10	1.50	60	Psychology 1	21	1.67	61.9
Sec.Sci. 1	17	1.47	47	History 12	11	1.64	54.5
Sec.Sci. 2	23	1.45	47	Art 13	5	1.60	60
English 1	9	1.33	44	Philosophy	21	1.67	61.9
Acctg. 21	21	1.26	42	Math 30	9	1.44	44.4
Acctg. 31	10	1.22	33	Speech 1	13	1.38	46.2
History 12	15	1.17	36	Home Ec. 13	5	1.20	40
Health 10	38	1.14	33	History 11	27	1.03	29.6
Sec.Sci. 10	14	1.08	31	Music 32	6	1.00	66.7
Sec. Sci. 31	19	1.00	29	Biology 23	7	.86	14.3
History 11	22	1.00	25	Sec. Sci. 31	7	.86	14.3
Arch. 5	7	1.00	43	Police Sci. 1	12	.83	25
Math 30	23	0.95	29	Sociology 1	13	.62	15.4
Sociology 1	20	0.94	12				
Math. 31	21	0.50	11				
Business 38	22	0.38	0				
Music 32	8	0.14	0				
ALL COURSES	895	1.48	50	ALL COURSES	534	1.74	61.6

* courses with 7 or more enrollees

** courses with 5 or more enrollees

To investigate the question of whether or not SCAT score performance would be improved by exposure to the Developmental Studies Program, the SCAT (School and College Ability Test) was administered at the end of the Fall, 1968 semester. Inasmuch as some of the students were enrolled in Psychology 21, a special reading improvement course, records for this group were kept separate from those for the remainder of the students. Table 6 summarizes the before and after SCAT performance.

TABLE 6 - Pre-Test and Post-Test Performance on SCAT, Fall, 1968
Developmental Studies Program

Group	Test	No.	Verbal Raw Score Mean	Approx. Nat'l %ile for Mean	Stand. Dev.	Correlation	"t" for Mean difference
Enrolled in Psych. 21	Pre	55	17.3	9	3.66	.58	5.77
	Post	55	20.9	17	5.62		
Not enrolled in Psych. 21	Pre	164	16.0	7	4.07	.29	6.92
	Post	164	19.0	13	5.10		
TOTAL	Pre	219	16.3	8	4.02	.39	
	Post	219	19.5	14	5.30		

Both groups performed at a significantly higher average level on the post test. Difference in average improvement between the two groups is not significant ($t = 0.58$).

To obtain some preliminary information as to the advisability of permitting students otherwise eligible for the Developmental Studies program to enroll in regular college classes and provide support in the form of tutoring and intensive counseling, a group of 54 students was randomly selected. These students, of whom only 30 actually completed registration, were permitted to enroll in courses of their own choosing. Mrs. Wilma Pinder and Mr. Claude Ware agreed to supervise assignment of student counselors and student tutors to these individuals.

Students' programs were examined and unreasonably heavy programs were reduced or changed. At this writing, about mid-semester, only subjective views are available. Mrs. Pinder reports, after regular contacts with the students (averaging about three contacts per student), that the students generally resisted assignment to student tutors and that only five are now being tutored regularly. Mrs. Pinder has been counseling and assisting most of the remainder of the students. It appears at this point that a broad program of permitting students to enroll in courses of their choice and furnishing tutorial assistance would require an equally broad program of providing and training suitable tutors and convincing new students of the value of student tutoring.

IV. SUMMARY AND CONCLUSIONS

This study has attempted to examine and compare the effectiveness of the Developmental Studies and tutorial programs now being conducted on the L.A.C.C. campus. Some of the data is sketchy and most of it is subjective, making the drawing of firm conclusions somewhat risky. Nevertheless, based on the evidence in this study and in Research Study #68-11, the following conclusions appear warranted:

(1) Students enrolled in the Developmental Studies Program feel that it is quite helpful to them, both in improvement in academic skills and in feelings of increased self-confidence.

(2) Students tutoring Developmental Studies students generally agreed that the Developmental Studies Program is helpful, and that the tutorial part of the program is a vital part. They offered a variety of suggestions for improving the program, most common one being to improve the training of the tutors.

(3) Developmental Studies Program instructors generally agree that the Developmental Studies Program is helping students and should be continued with the tutoring program included, but offer a number of suggestions for its improvement.

SUMMARY AND CONCLUSIONS (continued)

(4) Definitive statements as to the effectiveness of the departmental tutoring programs cannot be made at present, but tutored students responding to questionnaires overwhelmingly indicate that they were benefited by the program.

(5) Females perform better than males in the Developmental Studies Program, and more return for the second semester, but thereafter they perform and persist about equally.

(6) Developmental Studies students are currently persisting at L.A.C.C. at about the same rate as other students. Their grade point average suffers a sharp drop the first semester after the program, but increases significantly the following semester. Developmental Studies "graduates" are performing well in English courses.

V. RECOMMENDATIONS

1. It is recommended that tutoring be continued both in the Developmental Studies Program and in the general college program. Efforts should be made to improve selection and training of tutors. Emphasis in training should be on subject matter, techniques of teaching and motivating students and on the assumption of the responsibilities inherent in the position of tutor.

2. It is recommended that further evaluation of the effectiveness of tutoring in the Math-English and Science departments be made. While preliminary data seems to indicate that the tutoring is effective, more data is necessary for an adequate evaluation.

3. It is recommended that the Developmental Studies Program be continued but that admissions procedures be modified.

   a. If a SCAT type test is used as the selection instrument, assignment should be made on the basis of scores on the subjects, Math. and English, not on the basis of total scores. Use of total scores results in students taking classes which may not be necessary for them and in not being placed in classes which they need.

   b. Give students assigned to the Developmental Studies Program an opportunity to eliminate it by being retested on a different instrument during the first week of school, after the program has been fully and carefully explained to them. Some students may want to be retested and some may decide to stay in the program without being retested. This procedure would tend to lessen resentment against the program as some students may be able to transfer from the Developmental Studies

RECOMMENDATIONS (continued)

Program into regular classes and others would be given evidence through a second test performance that they do have deficiencies that need remediation. Program adjustments, based on re-testing, could be made during the first week of the semester.

c. Provide opportunity for other students who were not assigned to the Developmental Studies Program by reason of entrance test scores, but who feel the need for the remedial work offered in the Developmental Studies Program, to enter the program. Admission to the program for these students would come from students' requests and counselors' recommendations. Program adjudgments contingent upon this procedure could also be made during the first week of the semester.

d. A pilot program designed to test the hypothesis that students with high self-esteem do well in school as suggested by Coopersmith[1] could be carried out as an effort to find another dimension for use in prediction of college success.

4. It is recommended that a program of small group discussions be initiated for students in the Developmental Studies Program and other students who have been assigned to remedial courses. The focus in this program would be on the individual student, his potentialities, and his personal problems. The new Mental Health Workers program may shortly be able to provide group leaders with at least some of the training needed for the specific function of personal counseling. Leading such groups would, in turn, provide further training opportunities for the students in the Mental Health Worker program.

Arrangements for supervision by certificated personnel of the student leaders could be accomplished through existing psychology courses. Programs of this nature have been initiated at Pierce College and California State College at Los Angeles and seem to be successfully meeting the needs of many students, according to the Directors of the programs, Mr. Garrett and Dr. Brass.

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[1] Coopersmith, Stanley. Antecedents of Self-esteem, W.H. Freeman, San Francisco, California, 1968